

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal #1: Nueva Vista Language Academy (NVLA) will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in careers and college as global citizens.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p><b>19-20</b>            The expected outcome is 91%% for the 2019-2020 school year.</p> <p><b>Baseline</b>            NVLA has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are appropriately assigned and fully credentialed.</p>	<p>Metric/Indicator</p> <p>Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p>19-20</p> <p>The expected outcome is 91%% for the 2019-2020 school year.</p> <p>Baseline</p> <p>NVLA has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are appropriately assigned and fully credentialed.</p> <p>Actual</p> <p>NVLA has 2 teachers that are not highly qualified and fully credentialed and 28 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are appropriately assigned and fully credentialed. We increased the</p>

Expected	Actual
	amount of teachers because we added a sixth grade cohort of students.
<p><b>Metric/Indicator</b> Priority 1 (b) – pupils access to standards-aligned materials</p> <p><b>19-20</b> The expected outcome for 2019-2020 school year is 100%</p> <p><b>Baseline</b> Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.</p>	<p>Metric/Indicator</p> <p>Priority 1 (b) – pupils access to standards-aligned materials</p> <p>19-20</p> <p>The expected outcome for 2019-2020 school year is 100%</p> <p>Baseline</p> <p>Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.</p> <p>Actual</p> <p>NVLA's buildings and textbooks still receive a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.</p>
<p><b>Metric/Indicator</b> Priority 1 (c) – School facilities maintained in good repair</p> <p><b>19-20</b> The expected outcome for 2019-2020 school year is Exemplary.</p> <p><b>Baseline</b> Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.</p>	<p>Metric/Indicator</p> <p>Priority 1 (c) – School facilities maintained in good repair</p> <p>19-20</p> <p>The expected outcome for 2019-2020 school year is Exemplary.</p> <p>Baseline</p>

Expected	Actual
	<p>Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.</p> <p>Actual</p> <p>Based on the Facilities Inspection Tool from the Williams Team visit in August, 2019 the district received a rating of Exemplary.</p>
<p><b>Metric/Indicator</b> Priority 2 (a) – Implementation of CCSS</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 100% of teachers achieving full implementation.</p> <p><b>Baseline</b> NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.</p>	<p>Metric/Indicator</p> <p>Priority 2 (a) – Implementation of CCSS</p> <p>19-20</p> <p>Expected outcome for 2019-2020 is 100% of teachers achieving full implementation.</p> <p>Baseline</p> <p>NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.</p> <p>Actual</p> <p>NVLA has a solid record for implementing Common Core State Standards, even through distance learning. This is evident through classroom Zoom visits and professional development. Administration emailed feedback to teachers on a regular basis and met with teachers as needed to ensure content was aligned to Common Core State Standards.</p>
<p><b>Metric/Indicator</b></p>	<p>Metric/Indicator</p>

Expected	Actual
<p>Priority 2 (b) – Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to continue with 100% of teachers at full implementation during the ELD block. Integrated ELD expected outcome is to be at fully implemented.</p> <p><b>Baseline</b> ELD-95% of teachers are fully implementing the new ELD standards, based on walkthroughs and the C3 observation tool. The ELD standards were fully implemented at NVLA during an additional 30-45 minute ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.</p>	<p>Priority 2 (b) – Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p>19-20</p> <p>Expected outcome for 2019-2020 is to continue with 100% of teachers at full implementation during the ELD block. Integrated ELD expected outcome is to be at fully implemented.</p> <p><b>Baseline</b> ELD-95% of teachers are fully implementing the new ELD standards, based on walkthroughs and the C3 observation tool. The ELD standards were fully implemented at NVLA during an additional 30-45 minute ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.</p> <p><b>Actual</b> During distance learning, all teachers continued to implement the ELD standards and held designated ELD blocks for students. Many of these blocks were leveled/ mixed to ensure students have access to language skills.</p>
<p><b>Metric/Indicator</b> Priority 4 (a) – Statewide Assessments</p> <p><b>19-20</b> Expected Outcomes for 2019-2020: The percentage of students who scored Met/Exceeded in math will increase by 10%</p>	<p>Metric/Indicator Priority 4 (a) – Statewide Assessments</p> <p>19-20</p>

Expected	Actual
<p>In relation to English Language Arts, the percentage of students who met or exceeded standards will increase by 10%</p> <p><b>Baseline</b>  CAASPP Results – All students:  ELA: 28%  Math: 15%  ELs ELA: 35%  ELs Math: 26%  SPED ELA: 8%  SPED Math: 4%  SED ELA: 24%  SED Math: 12%</p>	<p>Expected Outcomes for 2019-2020:  The percentage of students who scored Met/Exceeded in math will increase by 10%</p> <p>In relation to English Language Arts, the percentage of students who met or exceeded standards will increase by 10%</p> <p><b>Baseline</b>  CAASPP Results – All students:  ELA: 28%  Math: 15%  ELs ELA: 35%  ELs Math: 26%  SPED ELA: 8%  SPED Math: 4%  SED ELA: 24%  SED Math: 12%</p> <p><b>Actual</b></p> <p>During the 2020-2021 school year and ending the 2019-2020 school year, NVLA did not participate in the States' CAASPP assessments. However, student learning was analyzed thorough the STAR reading test, IXL and district common formative assessments.</p>
<p><b>Metric/Indicator</b>  Priority 4 (b) – API</p> <p><b>19-20</b>  The Academic Performance Index – The District API for the last given results was 762 in 2013</p> <p><b>Baseline</b></p>	<p><b>Metric/Indicator</b>  Priority 4 (b) – API</p> <p>19-20</p>

Expected	Actual
<p>The Academic Performance Index – The District API for the last given results was 762 in 2013</p>	<p>The Academic Performance Index – The District API for the last given results was 762 in 2013</p> <p>Baseline</p> <p>The Academic Performance Index – The District API for the last given results was 762 in 2013</p> <p>Actual</p> <p>As stated in the 2019-2020 update, API has changed and the district API was 762 in 2013</p>
<p><b>Metric/Indicator</b> Priority 4 (c) – A-G courses and CTE</p> <p><b>19-20</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p><b>Baseline</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>	<p>Metric/Indicator</p> <p>Priority 4 (c) – A-G courses and CTE</p> <p>19-20</p> <p>The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p>Baseline</p> <p>The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p>Actual</p> <p>The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>
<p><b>Metric/Indicator</b> Priority 4 (d) – ELs who became English proficient</p>	<p>Metric/Indicator</p>

Expected	Actual
<p><b>19-20</b> The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –</p> <p>End of Year Writing Proficiency (On grade Level Grades K-5) Target: 2019-20: 60%</p> <p><b>Baseline</b> The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6% Baseline ADEPT (moved one level): 213/342 (62%) English learners Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%</p>	<p>Priority 4 (d) – ELs who became English proficient</p> <p>19-20</p> <p>The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –</p> <p>End of Year Writing Proficiency (On grade Level Grades K-5) Target: 2019-20: 60%</p> <p>Baseline</p> <p>The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6% Baseline ADEPT (moved one level): 213/342 (62%) English learners Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%</p> <p>Actual</p> <p>For the 2019-2020 school year, the closure limited our students from taking the ELPAC assessment. During the 2020-2021 school year, all EL students participated in the ELPAC assessment, so their data will be available at the end of the 2020-2021 school year.</p>
<p><b>Metric/Indicator</b> Priority 4 (e) – Els reclassification rate</p> <p><b>19-20</b></p>	<p>Metric/Indicator</p> <p>Priority 4 (e) – Els reclassification rate</p>



Expected	Actual
<p>Expected outcome for 2019-2020 is to reclassify 10% more than the current 46 students.</p> <p><b>Baseline</b> The EL reclassification rate – For the 2016-2017 school year the rate was 7.8%. The expected outcome for 2016-17 was 15%. We failed to meet our target.</p>	<p>19-20</p> <p>Expected outcome for 2019-2020 is to reclassify 10% more than the current 46 students.</p> <p>Baseline</p> <p>The EL reclassification rate – For the 2016-2017 school year the rate was 7.8%. The expected outcome for 2016-17 was 15%. We failed to meet our target.</p> <p>Actual</p> <p>During the 2019-2020 school year we reclassified 20 students. For the 2020-2021 school year, we are on target to reclassify 15-20 students depending on district formative assessments, parent and teacher input, and once a meeting is held. ELPAC tests for our second through sixth grade students are completed and we are waiting for results.</p>
<p><b>Metric/Indicator</b> Priority 4 (f) – Students who passed AP exams</p> <p><b>19-20</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p><b>Baseline</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>	<p>Metric/Indicator</p> <p>Priority 4 (f) – Students who passed AP exams</p> <p>19-20</p> <p>The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p>Baseline</p>

Expected	Actual
	<p>The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p>Actual: Students at Nueva Vista do not participate in the AP exam as we are an elementary school.</p>
<p><b>Metric/Indicator</b> Priority 4 (g) – percent of pupils who passed EAP program</p> <p><b>19-20</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p><b>Baseline</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>	<p>Metric/Indicator</p> <p>Priority 4 (g) – percent of pupils who passed EAP program</p> <p>19-20</p> <p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p>Baseline</p> <p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p>Actual: Students at Nueva Vista do not participate in the EAP program as we are an elementary school.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action will primarily be paid using Title I. funding.</p> <p>Training for Common Core ELD, and Technology instruction will be provided as follows:</p> <ul style="list-style-type: none"> <li>• weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD</li> <li>• Provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments (1 day per trimester; total cost of 30 sub days; 10 subs working one day each trimester. (\$5,000 budgeted)</li> <li>• Extended planning time for each grade level (no more than 6 hours per teacher, per year.; total cost of 144 hours per year to pay 24 teachers.)((\$6,060 budgeted)</li> </ul> <p>Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD and Writing. (total cost of 96 hours to pay 24 teachers) (\$4,013 budgeted)</p> <p>Math coaches model lessons for all K-5 and SpEd teachers in the area of Putting It All Together math strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.(\$1,003 budgeted)</p> <p>ELA/ELD coaches model lessons for all K-5 and SpEd teachers in the area of reading and language strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.(\$1,003 budgeted)</p> <p>Technology coaches continue to train and model lessons to K-5 and SpEd staff (3 subs required to cover classrooms; 1 day of modeling; total cost of 3 subs. (\$500 budgeted)</p> <p>Late Start professional development will be provided to all staff.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,660</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$11,852</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,486.46</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,074.76</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$28,322.59</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(BUDGET)</p> <p>Reading and Math Data Presentations at the end of each trimester (4 subs needed for two days per trimester; total cost of 24 sub days) (\$4,013 budgeted)</p> <p>Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year) (\$1,503 budgeted)</p> <p>Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. (\$5,000 for five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning. (\$18,062 +\$5,000 fee) budgeted)</p> <p>Employ a resource teacher to fund other programs as needed.</p> <p>Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development.</p> <p>Priority 1, 2, 4</p> <p>The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principal 3, Element B; Principal 4, Element A.</p>		
<p>NVLA will provide funds for a site ELA/ELD literacy and math specialist to provide targeted reading intervention for our lowest performing 1st-3rd graders. The specialist will work with all students but will give</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>priority to the following subgroups: English language learners and students who come from low socio-economic backgrounds.</p> <p>The specialist may be asked to modify planning time to be available before or after school to provide services to our most needy students.</p> <p>Priority 2, 4</p> <p>The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 3, Element B;</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,026</p>	<p>Supplemental and Concentration \$98,610.92</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37,978.23</p>
<p>NVLA will support the instructional program with 5 kindergarten classes and Special Education students including English Learners</p> <p>The aides could support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention.</p> <p>Priority 1, 2, 4</p> <p>The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 2, Element A; Principle 3, Element B.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$71,703</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$16,750</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$71,925.68</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,113.99</p>
<p>NVLA will provide interventions in the area of English Language Arts and Math,</p> <p>*After School Success Academy– K-5 will provide intensive intervention in reading language arts and mathematics</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,250</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,112.64</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Session 1 from 9/3/2019-10/3/2019 (six week session; day is assessment and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 1; 240 hours of direct student contact total for session 1)</p> <p>Session 2 from 1/21/2020-2/27/2020 (six week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 2; 240 hours of direct student contact total for session 2)</p> <p>Session 3 from 4/9/2020-5/2/2020 (four week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 80 hours of prep. total for session 3; 160 hours of direct student contact total for session 3)</p> <p>Summer Academy for Dual Immersion and Mainstream; 7 teaching positions including 3 DI, 3 Mainstream and 1 enrichment teacher; 2 clerks, one admin/designee; Include all curriculum, supplies, incentives and program needed materials.</p> <p>The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be funded through LCAP funds.</p> <p>Priority 1, 2, 4</p> <p>The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principle 3, Element B; Principle 4, Element A.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$5,109</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$11,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$487.85</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$18.50</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,420.69</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>NVLA will increase parent education opportunities in ELA, Mathematics and Technology for the benefit of enhancing the learning of unduplicated students.</p> <p>We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education.</p> <p>These events will include, but are not limited to: providing parents handouts, information and newsletters; Community Resources Egg Hunt, Kindergarten orientation and blast off, parent and community promotional materials, parade participation, Police Block Parties, Latino Family Literacy and enrichment, Parent University/Halloween math/reading night, Math Council, Make-and-Take materials events, back to school night, parent conferences and open house, Student Assistance Meetings, College Campus visits with meals and transportation provided.</p> <p>Childcare will be provided by classified staff. Refreshments, incentives, supplies and materials will be provided for each event as needed.</p> <p>Priority 4</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1. Element A, D, and E</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$600</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,600</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,951.25</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$409.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$409.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,597.58</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,278.25</p>
<p>NVLA will increase the amount of field experiences to provide an equitable education.</p> <p>Each trimester we will hold an assembly that correlates to curriculum (three assemblies with the total cost of \$3,000)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,686.58</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>We will have an author visit and purchase materials and supplies to ensure the event supports learning and reading. (total cost of \$4,000)</p> <p>Math, science and language experiences will be provided on and off campus when available.</p> <p>We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology.</p> <p>Priority 1, 2, 4</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element B and Principle 2, Element B.</p>	<p>Supplemental and Concentration \$1,000</p>	<p>Supplemental and Concentration \$4,000.00</p>
<p>NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students.</p> <p>Software licenses can include, but are not limited to: MobyMax, Adobe spark, AR, United Streaming, PIPO, ABC Mouse, Newsela, Brain Pop, Explorapedia, Starfall, Reading A-Z, ESGI and Epic! Reading</p> <p>Other software and applications to run chromebooks and Ipads.</p> <p>Priority 1, 2, 4,</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$99.95</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element B and Principle 2, Element D.</p>		
<p>As part of intervention, this goal will be paid with action 207-7091. MTSS is a multi-tiered systems of supports for academics, behavior and social emotional learning.</p> <p>NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Class size in third, fourth, and fifth grade.</p> <p>Priority 1, 4</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle1, Element B and Principle 2, Element D.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$152,383</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$63,460</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$142,583.01</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$64,184.82</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Even through distance learning for the 2020-2021 school year, many of the actions and services that were planned and budgeted were used to support students, families, teachers and staff. The following actions and services were not implemented because of the pandemic, however, students still received a high quality education through distance learning. We planned to have substitute

teachers so our Dual Immersion teachers could complete assessments without halting instruction for several weeks at a time each trimester. This year, teachers were able to assess through distance learning and we also modified the amount of assessments in our Dual Immersion program. We also planned to have reading data articulation meetings. Instead, we were able to hold our meetings virtually during our weekly Friday PLC meetings, saving funds for materials for students. Goal 1, Action 1 drastically changed this year with materials and supplies purchased for students to use during distance learning. These materials include Benchmark decodables and reading materials used during our virtual field trips. This year we planned to allocate over \$4,000 to professional learning opportunities with our academic coaches. Because we were on distance learning, we were able to manipulate the schedules so our coaches supported our teachers without the use of substitute teachers. Each year we budget for three sessions of After School Success Academy. Teachers have been working tirelessly through Zoom to support students. We had three teachers apply for the After School Success Academy, but the funding for those positions were through Title I. It will be imperative for the 2021-2022 school year that we have resources on hand to support students who did not get the resources they needed this year. Many parent events had to be cancelled this year including our annual Community Resources Egg Hunt, Kindergarten Blast Off, Block Parties, Latino Literacy and Parent Universities. To support parents during the pandemic we changed our Parent Universities to offer support through distance learning. We had training on Google Classroom, Zoom, and SeeSaw. During our School Site Council meetings, we also offered resources and strategies.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Nueva Vista Language Academy had a very successful year as we supported our English language learners, foster students, McKinney-Vento students and all of our student population. As previously stated, the instruction happening in the virtual classroom was first class as teachers worked daily to ensure they provide the best education possible. Every trimester, students were given updated curriculum and learning resources. These resources included materials like math manipulatives, reading booklets, art supplies, science materials, and much more. Each month we held a virtual field trip to a special destination. Students learned about the culture, customs, food and language of the destination. Students came to campus the day of the virtual field trips and received books that corresponded to the destination, crafts and memorabilia. This year one of our best successes was the implementation of our reading intervention teacher and instructional aides. This group of people worked each day to support our most struggling readers to ensure they meet reading goals.

One of the challenges this year was assessing students and progress monitoring. We were able to use our funds to purchase programs like ESGI and IXL to assess reading and math skills through distance learning. One of the successes this year is being able to use our coaches in a virtual setting. Coaches were able to visit Zoom classrooms and support learning. Teachers in the same grade level were able to Zoom into the session and see the coaches in action. Coaches did many modeling sessions and sent teachers follow up materials as the teachers put the new learning into practice. During distance learning, each grade level spent three hours per day doing live instruction. Two hours were spent on language arts and writing and another hour was spent teaching mathematics. Teachers held small groups each day to differentiate their instruction to ensure students master the standards. A challenge that goes along with the amount of time spent with students on the screen and the exhaustion related to being on the computer all day. Our younger students have a shorter attention span, so being online for extra after school support was a challenge.





Nueva Vista Language Academy





## Goal 2

Goal #2: All students at Nueva Vista Language Academy (NVLA) will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as lowperforming groups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 5 (a) – School attendance rates</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is 98.2% attendance rate.</p> <p><b>Baseline</b>            The NVLA attendance rate is 97.06%.</p>	<p>Metric/Indicator</p> <p>Priority 5 (a) – School attendance rates</p> <p>19-20</p> <p>Expected outcome for 2019-2020 is 98.2% attendance rate.</p> <p>Baseline</p> <p>The NVLA attendance rate is 97.06%.</p> <p>Actual: Each week we receive a detailed report on our attendance and Social and Emotional indicators for our students. According to our district attendance clerk, Nueva Vista holds a average daily attendance rate of 98.25%. For the 2% who are not marked as present, this is usually because of home environment. NVLA does home visits, provides incentives, meets with parents and students to ensure we do everything possible to get students connected to their teachers.</p>

Expected	Actual		
	<b>(Week April 12) Wee</b>		
	Total SEL Week April 12	(All)	
	GATE	(All)	
	Homeless (10-3-20)	(All)	
	Foster (10-3-20)	(All)	
	Migrant	(All)	
	Sped	(All)	
	Current Grade Level	(All)	
	English Proficiency	(All)	
	Count of Student ID	Week April 12 Total Js Name	
	Current Site Name	Not Engaged	Somewhat Engag
	Nueva Vista Language Academy	3	21
	Grand Total	3	21

<p><b>Metric/Indicator</b> Priority 5 (b) – Chronic absenteeism rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 3% absentee rate.</p> <p><b>Baseline</b> The NVLA chronic absenteeism rate is 6.4%.</p>	<p><b>Metric/Indicator</b> Priority 5 (b) – Chronic absenteeism rates</p> <p>19-20 Expected outcome for 2019-2020 is 3% absentee rate.</p> <p><b>Baseline</b> The NVLA chronic absenteeism rate is 6.4%.</p> <p><b>Actual:</b> According to our district attendance clerk, Nueva Vista has a chronic absenteeism rate of 5.8% or 34 students. These students have missed more that 10% of the days enrolled in school. Nueva Vista works daily to conduct home visits, provide incentives for students and works with our district SARB team.</p>
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<p><b>Metric/Indicator</b> Priority 5 (c) – Middle School dropout rate</p>	<p><b>Metric/Indicator</b> Priority 5 (c) – Middle School dropout rate</p>
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Expected	Actual
<p><b>19-20</b> Middle school drop-out rate N/A</p> <p><b>Baseline</b> Middle school drop-out rate N/A</p>	<p>19-20</p> <p>Middle school drop-out rate N/A</p> <p>Baseline</p> <p>Middle school drop-out rate N/A</p> <p>Actual: Nueva Vista Language does not have a drop out rate as we are an elementary school.</p>
<p><b>Metric/Indicator</b> Priority 5 (d) - High school dropout rate</p> <p><b>19-20</b> High school dropout-N/A</p> <p><b>Baseline</b> High school dropout-N/A</p>	<p>Metric/Indicator</p> <p>Priority 5 (d) - High school dropout rate</p> <p>19-20</p> <p>High school dropout-N/A</p> <p>Baseline</p> <p>High school dropout-N/A</p> <p>Actual: Nueva Vista Language does not have a drop out rate as we are an elementary school.</p>
<p><b>Metric/Indicator</b> Priority 5 (e) - High School Graduation rate</p> <p><b>19-20</b> High School Graduation rates-N/A</p> <p><b>Baseline</b></p>	<p>Metric/Indicator</p> <p>Priority 5 (e) - High School Graduation rate</p> <p>19-20</p>

Expected	Actual
<p>High School Graduation rates-N/A</p>	<p>High School Graduation rates-N/A</p> <p>Baseline</p> <p>High School Graduation rates-N/A</p> <p>Actual: Nueva Vista Language does not have a graduation rate as we are an elementary school.</p>
<p><b>Metric/Indicator</b> Priority 6 (a) – Pupil suspension rates</p> <p><b>19-20</b> Expected outcome for 19-2020 is .3%</p> <p><b>Baseline</b> The current suspension rate for NVLA is 1.3%</p>	<p>Metric/Indicator</p> <p>Priority 6 (a) – Pupil suspension rates</p> <p>19-20</p> <p>Expected outcome for 19-2020 is .3%</p> <p>Baseline</p> <p>The current suspension rate for NVLA is 1.3%</p> <p>Actual:</p> <p>Due to being on distance learning and because of the positive choices our students have been making at home, we have not suspended any students for the 2020-2021 school year. Our suspension rate is 0%.</p>
<p><b>Metric/Indicator</b> Priority 6 (b) – Pupil expulsion rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 0</p> <p><b>Baseline</b> No students have been expelled from NVLA this school year.</p>	<p>Metric/Indicator</p> <p>Priority 6 (b) – Pupil expulsion rates</p> <p>19-20</p> <p>Expected outcome for 2019-2020 is 0</p>



Expected	Actual
	<p>Baseline</p> <p>No students have been expelled from NVLA this school year.</p> <p>Actual:</p> <p>Due to being on distance learning and because of the positive choices our students have been making at home, we have not expelled any students for the 2020-2021 school year. Our expulsion rate is 0%.</p>
<p><b>Metric/Indicator</b> Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p><b>19-20</b> Increase Parents feeling school is safe to 90% students 99.5% 97% of students feel connected to their school</p> <p><b>Baseline</b> School on Feel that their school is safe"Parent 98%/Students 90% 93% of students feel connected to their school</p>	<p>Metric/Indicator</p> <p>Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p>19-20</p> <p>Increase Parents feeling school is safe to 90% students 99.5% 97% of students feel connected to their school</p> <p>Baseline</p> <p>School on Feel that their school is safe"Parent 98%/Students 90% 93% of students feel connected to their school</p> <p>Actual:</p> <p>Each year Nueva Vista Language Academy asks parents to participate in a PBIS survey and a Healthy Schools Survey. Due to the closure, we do not have comparative data.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>NVLA will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development.</p> <p>Priority 5</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element D</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,485</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$18,471</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$51,492.68</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,420.69</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$347.44</p>
<p>The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The Vice principal provides ongoing staff development on MTSS and restorative justice practices.</p> <p>Priority 5, 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,350</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$25,474</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$56,269.17</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$25,355.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Aides will create and implement activities during lunch breaks to help eliminate safety issues and promote a positive school culture.</p> <p>Priority 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,152</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$63,816.81</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,705.19</p>
<p>NVLA will provide academic field trips for all students with special focus on unduplicated students.</p> <p>Kindergarten- Murray Farms (Fall 2019) and CALM (Spring 2020)</p> <p>First Grade- Pioneer Village (Fall 2019) and Murray Farms (Spring 2020)</p> <p>Second Grade- Theater Disney Nature Film (Fall 2019) and Fresno Zoo (March/Spring 2020)</p> <p>Third Grade- VT Ranch (October/Fall 2019) and Kern County Fair (March/Spring 2020)</p> <p>Fourth Grade- Windwolves (Fall 2019) and VT Ranch (February/Spring 2020)</p> <p>Fifth Grade- California Science Center (Fall 2019) and Griffith Observatory (Spring 2020)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$8,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$16,422.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Priority 5, 6		
<p>NVLA will promote a positive school culture by providing culture building activities for students, staff and parents per year. We will have two staff meetings off campus to build school culture, once in the fall and once in the spring.(\$2500)</p> <p>We will have two rallies per year, one for SBAC results at the beginning of the year and one for SBAC kickoff. (\$500 total)</p> <p>We will offer after school clubs and activities such as Fitness Club (\$2,000), two movie nights per year (\$500), Robotics Club (\$5,000), Phoenix Writing Club (\$250), Folklorico Club (\$2,000+), Drama Club (\$5,181 budgeted),</p> <p>Cost of Stipends to run clubs.</p> <p>We will also promote involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Science Fair, Oral Language Festival and Speech/Essay competitions with special focus will be placed on recruiting unduplicated student parents. (\$1000)</p> <p>We will also purchase any other supplies, materials and all other items to ensure we meet this action of having a positive school culture.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$973</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$3750</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,181</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,511.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$305.32</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,692.71</p>
Priority 6		
<p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>NVLA will provide informative meetings for parents and students to address issues such as behavior, communication, bullying, and other educational related topics.</p> <p>Coffee with the Principal will be held three times a year. Outside consultants and education specialists will be invited (\$1,000 for the year)</p> <p>We will invite PIQUE to hold a class and provide supplies, materials, and resources as needed.</p> <p>We will also purchase any other supplies, materials and all other items to ensure we meet this action</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element D.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$195</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85.45</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19.03</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$138.75</p>
<p>NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral, Social Emotional and Academic Intervention Tiers (MTSS) and to promote school safety</p> <p>NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Class size in third, fourth, and fifth grade.</p> <p>One full-staff safety training will be provided (Fall 2019; total cost of 144 teacher hours and 100 classified hours)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,727</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,009</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,006.25</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$344.85</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$245.94</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,180.03</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Purchase materials and supplies to continue the Second Step program (\$3,000)</p> <p>Provide at least one county level training for teachers (\$1,000 for consultant and 144 teacher hours)</p> <p>Meeting and training will be provided for noon duty supervisors at least three times per year (30 hours total of noon duty pay).</p> <p>MTSS team will be able to meet six times/ once per month (up to five members) to plan and prepare to ensure students follow the Nueva Way. (30 total teacher hours)</p> <p>Fun Friday will be held nearly every week to encourage students to follow the Nueva Way. Administration and teachers will alternate leading the events. (20 weeks planned by administration; total cost \$5,000)</p> <p>Teachers will be provided materials and supplies to encourage positive behavior choices such as prize box materials (\$3,000)</p> <p>We will contract with KCSOS to hire an Americor Mentor to service our Tier II/III students. (\$14,000)</p> <p>The purchase of the materials, supplies, curriculum and furniture to create a mindfulness room will help reduce the students who violate education codes. (\$5,000)</p> <p>The school will also provide extra incentives for following the Nueva Way by holding raffles, field trips, or having special treats (\$4,000)</p> <p>Administration will be trained in restorative practices and will be provided other resources to ensure students follow the Nueva Way. (\$1000)</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,891</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,153.53</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students and parent will be provided with increased access to mental health services</p> <p>Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way and the above actions.</p> <p>Priority 5, 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C and E</p>		
<p>Additional costs incurred for clothing, health needs, dental eye wear, or any other need to ensure students have access to a high quality, equitable education.</p> <p>Priority 5, 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element C and Principle 4, Element B.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$122.18</p>
<p>NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to school expectations (Nueva Way/RISE UP/MTSS), to celebrate good /</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,144.93</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>improved attendance and foster school pride and encourage participation in our educational events.</p> <p>Staff members will be given a beginning of the year T-Shirt and a T-Shirt as part of an incentive for perfect attendance. (\$600 for beginning shirts and \$1,000 for incentive shirts)</p> <p>This year we will contract out to have games permanently painted onto the outdoor cement play area and purchase supplies for daily use. (\$5,000)</p> <p>K-5 students will participate in at least one community service project.</p> <p>We will purchase shirts for students as attendance, academic and behavior incentives. (\$3,000)</p> <p>We will purchase supplies to welcome students back on the first day of school and after winter break. (\$1,000)</p> <p>We will purchase supplies, books, decorations and materials for Read Across America which will include a small token of appreciation for celebrity readers, students and staff. (\$2,500)</p> <p>Awards will be given at each trimester and for meeting goals which includes medals, trophies, plaques, certificates, balloons, yard signs, and items that correlate with the award such as toys for SBAC incentives and to go along with other awards. (\$6,000)</p> <p>Purchase materials and supplies to have a passport day. Grade levels will have monthly activities to learn about a certain culture. A culminating activity will provide lessons on each culture.</p>	<p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$545.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$428.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$86.49</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Material, supplies, and items will be purchased to ensure the above actions are met which includes refreshments and other incentives and activities.</p> <p>Priority 5 and 6.</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B, C and D.</p>		
<p>Home visits for students with intensive behavioral needs, focusing on the EL, SED, and Foster population. Offer supports to families as available in the district and community.</p> <p>Priority 5, 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500</p>	
<p>Purchases/upgrades that improve school environment, safety and culture;</p> <p>Bathroom beautification</p> <p>In the cafeteria and outside of the campus add signage, banners and flags.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,845</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,813.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Upgrade the library with new books, shelves, tables, chairs, carpet, paint, signage, decorations and resources and technology to ensure students are parents have access to an equitable education and learning environment.</p> <p>Purchase furniture, tables, student desks, student chairs, etc.</p> <p>Priority 6</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D; Principle 2, Element D and Principle 3, Element B.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Even through distance learning for the 2020-2021 school year, many of the actions and services that were planned and budgeted were used to support students, families, teachers and staff. The following actions and services were not implemented because of the pandemic, however, students still received a high quality education through distance learning. To begin, our noon duty aides were utilized for our student meal distributions. Aides were able to build relationships with the students and families each week during the distributions. Another change this year was the adjustment for field trips. Instead of the regular field trips, students and staff went on monthly virtual field trips. Students learned all about the customs, culture and language of each destination. Our field trips were so successful that they were spotlighted in several news publications including The Wall Street Journal. This year we had to postpone the staff culture events we had planned for the year. Instead we spent less money and held our events virtually. During Christmas we had an all staff paint party where our art teacher led the staff in painting a snowman. Because of the pandemic and physical distancing requirements, we had to cancel special clubs that we had planned for the year including the fitness club, robotics, drama and folklorico. For the 2021-2022 school year we plan to have these programs back up and running.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Nueva Vista Language Academy had a very successful year as we supported our English language learners, foster students, McKinney-Vento students and all of our student population. One of our biggest accomplishments in this goal is the use and implementation of our school nurse. Our school nurse was able to educate the community on COVID-19 guidelines and even support the local hospital on distributing COVID-19 vaccines. Another success this year was the hiring of a new vice principal. The vice principal was able to meet many of the objectives in this goal such as supporting families with home visits, providing parent support and creating behavior incentives to meet our Nueva Way expectations. The vice principal also directly supported our AmeriCorp mentor. This mentor worked with some of the most at risk students. Administration and office staff did many home visits this year to support our students and families, offering solutions, incentives, behavior trackers and even individualized treasure boxes with goal setting charts. Our school wide theme this year was, "Flying Towards a First Class Education!" To help meet this theme, at the end of each trimester, students were able to earn their pilot wings in reading and math. We even changed the title of our students of the month to training captains. Weekly meal distributions were an enormous success for Nueva Vista. Even though we did not utilize the noon duty aides for supervision, we used their skills to support the weekly meal distribution and preparation. Each week students received meals for breakfast and lunch. Much time and finances were put to prepare our new library. The new library will allow for physical distancing and will improve our school culture.

## Goal 3

Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 7: Course Access (Conditions of Learning)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities to 40%.</p> <p><b>Baseline</b>            Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.</p>	<p><b>Metric/Indicator</b>            Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites</p> <p>19-20            Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities to 40%.</p> <p><b>Baseline</b>            Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.</p> <p><b>Actual:</b>            This year we held parent teacher conferences for the first trimesters, and also sent out progress reports. Our School Site</p>

Expected	Actual
	Council has active parents on the committee and we have over 20 parents attend as guests for each meeting via Zoom.
<p><b>Metric/Indicator</b> Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p> <p><b>19-20</b> NVLA will increase the number of parent engagement for English Learners and other subgroups by 35%.</p> <p><b>Baseline</b> At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.</p>	<p>Metric/Indicator</p> <p>Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p> <p>19-20</p> <p>NVLA will increase the number of parent engagement for English Learners and other subgroups by 35%.</p> <p>Baseline</p> <p>At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.</p> <p>Actual:</p> <p>This year we sent our surveys to parents and received much feedback. The survey was specific to each student and asked parents what they feel their child needs. The survey had options for resources like extra tutoring, basic learning supplies, reading materials, and clothes and food. Administration made special phone calls to our foster students and McKinney Vento students to ensure all of their needs are being met.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p> <p><b>19-20</b> Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p><b>Baseline</b> Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>Metric/Indicator</p> <p>Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p> <p>19-20</p> <p>Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p>Baseline</p> <p>Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p> <p>Actual:</p> <p>This year it has been difficult to ensure we obtain 100% parent participation in all IEP meetings and 504s. With the support of district administration, site administration and the case managers, we were able to reach this goal. New technology with Zoom and having parents participate by phone has increased this year.</p>
<p><b>Metric/Indicator</b> Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p>	<p>Metric/Indicator</p> <p>Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p>

Expected	Actual
<p><b>19-20</b> Expected outcome for the 2019-2020 school year is 100%</p> <p><b>Baseline</b> 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.</p>	<p>19-20</p> <p>Expected outcome for the 2019-2020 school year is 100%</p> <p>Baseline</p> <p>100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.</p> <p>Actual:</p> <p>For the 2020-2021 school year, and even through distance learning, students had access to all areas of study listed in our outcomes including language arts, math, science, social studies, PE, art and music. The method of instruction did change this year, but we are proud that subjects like art and band continued even through distance learning. Students received art instruction each week, which was an increase from the previous year where students participated in art every other week.</p>
<p><b>Metric/Indicator</b> Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b> 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>	<p>Metric/Indicator</p> <p>Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p> <p>19-20</p> <p>Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline</p> <p>100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention</p>

Expected	Actual
	<p>opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p> <p>Actual:            Nueva Vista Language Academy ensures unduplicated students have access to all available programs and resources. For our after school program, the Student Assistance Team works to ensure our most needy students have first access to the POWER program. These students also have access to the Migrant program and GATE.</p>
<p><b>Metric/Indicator</b>            Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs  <b>19-20</b>            Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b>            100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records</p>	<p>Metric/Indicator            Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs            19-20            Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline            100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records</p> <p>Actual:            For the 2020-2021 school year, 100% of unduplicated pupils, including students with exceptional needs, have been provided</p>



Expected	Actual
	with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records
<p><b>Metric/Indicator</b> Priority 8 (a) – Pupil outcomes in subjects</p> <p><b>19-20</b> ARI DATA ON GRADE LEVEL Target for 2018-19 is 75%</p> <p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019-2020 is 66%</p> <p>WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)</p> <p><b>Baseline</b> Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates. It is projected that 90% of students will successfully complete and pass the course at the end of the school year.</p>	<p>Metric/Indicator</p> <p>Priority 8 (a) – Pupil outcomes in subjects</p> <p>19-20</p> <p>ARI DATA ON GRADE LEVEL Target for 2018-19 is 75%</p> <p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019-2020 is 66%</p> <p>WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)</p> <p>Baseline</p> <p>Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates. It is projected that 90% of students will successfully complete and pass the course at the end of the school year.</p> <p>Actual:</p> <p>As a school for the 2020-2021 school year, the number of students who are reading at grade level is 73%. The following is a breakdown by grade level. 6th grade: 77%</p>

Expected	Actual
	5th grade: 82% 4th grade: 77% 3rd grade: 65% 2nd grade: 50%
<p><b>Metric/Indicator</b>            Priority 8 (b) - Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.</p> <p><b>19-20</b>            We no longer ADEPT</p>	<p>Metric/Indicator</p> <p>Priority 8 (b) - Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.</p> <p>19-20</p> <p>We no longer ADEPT</p> <p>Baseline</p> <p>Actual:</p> <p>Nueva Vista Language Academy does not use ADEPT as part of progress monitoring.</p>
<p><b>Metric/Indicator</b>            Priority 8 (c) - ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.</p> <p><b>19-20</b>            ARI DATA ON GRADE LEVEL Target for 2019-2020 is 75%</p> <p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019-2020 is 66%</p>	<p>Metric/Indicator</p> <p>Priority 8 (c) - ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.</p> <p>19-20</p> <p>ARI DATA ON GRADE LEVEL Target for 2019-2020 is 75%</p>

Expected	Actual
	<p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019-2020 is 66%</p> <p>Actual:</p> <p>As a school for the 2020-2021 school year, the number of students who are reading at grade level is 73%. The following is a breakdown by grade level.</p> <p>6th grade: 77%</p> <p>5th grade: 82%</p> <p>4th grade: 77%</p> <p>3rd grade: 65%</p> <p>2nd grade: 50%</p>
<p><b>Metric/Indicator</b>  Priority 8 (d) - Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.</p> <p><b>19-20</b>  WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)</p>	<p><b>Metric/Indicator</b>  Priority 8 (d) - Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.</p> <p>19-20</p> <p>WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)</p> <p>Baseline</p> <p>Actual:</p> <p>This year we used IXL to progress monitor for reading and writing standards.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>NVLA will continue to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts through:</p> <ul style="list-style-type: none"> <li>the Career Day Event offered to all K-5 students. (total budget of \$2,000)</li> <li>promote the development and implementation of a STEAM program which will include training and conference attendance for staff. (This goal will be paid using Title I. funds)</li> <li>offering of Science Focus days (\$2,000 budget for year)</li> <li>provide a stipend for Science Fair Site Coach and provide supplies for Science Fair participation/ incentives</li> <li>Promoting of Science education for students in grades five supporting participation in Scicon camp for students (paid for by district funds)</li> <li>Expanding participation of the current art program to make it the full year. Art Consultant - provides art instruction tied to writing to K-5 students (total cost of \$18,000 per year + \$8,000 for total supply budget for year)</li> <li>Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group (cost of 0.5 band teacher and materials/supplies)</li> <li>Continuing to Offer a Dual Immersion program K-5; expanding to 2 classes in Kinder, 2 classes in First Grade and 2 classes in second grade.</li> <li>Continue with Dia de La Cultura, expand to include a food fair (total budget of \$2,000+)</li> <li>Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program (\$1,000 budgeted for teachers with one or less years of experience in the DI setting)</li> <li>Promoting K-5 Classrooms to transition to Google Classrooms, including professional development [i.e. workshops/ conferences in Google Apps for Educators (GAPE)]</li> </ul> <p>Priority 7</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$191,211</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$79,467</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$171,616.25</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$78,910.92</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,566.23</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$14,148.20</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$35.36</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F</p>		
<p>NVLA will provide opportunities for parent involvement. Activities will include:</p> <p>First day of school/welcome back celebration  Grandparent's Day (total budget of \$1,000)  Pan con padres (\$500)  Lunch With Your Child (total budget of \$100)  Fall Carnival (Total budget of \$1,000)  Christmas performances (total budget of (\$1,000)  Father/Daughter and Mother/Son Dances (\$1,000 budget)  Family Movie Nights (Total budget of \$500)  Gingerbread making (Total budget of \$500)  Incentives for Parent/Teacher Conferences (Total budget of \$500 per year)  Mother's Day Tea (\$1,000)  Read Across America  Paint Nights (\$250 Per class + Supplies)</p> <p>In addition to other events that will increase parent involvement at our school site. In addition to the above the cost does not include extra supplies, materials, refreshments and daycare services as needed.</p> <p>Priority 3</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$525</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$202</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$666.96</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$91.69</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$14,616.21</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>also tied to the English Language Roadmap Principle 1, Element A, C and Principle 4, Element B.</p>		
<p>NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils.</p> <p>Priority 3</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D and E.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$75,010</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$54,889</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$74,067.09</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$57,480.44</p>
<p>NVLA will continue to promote advancement in Science, Technology and Engineering. Funding will be utilized to pay staff, purchase materials, and provide experiences to students.</p> <p>Purchase new smart TV's, laptops, and all other needed supplies/materials to replace existing projectors.</p> <p>Update office and resource room computers.</p> <p>(examples include: Robotics, rebuilding computers, Tech Team, etc.)</p> <p>Priority 7</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 0.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$992.45</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7.55</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.</p>		
<p>The purchase of these goals will also be paid using Title I. funds.</p> <p>Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction.</p> <p>Upgrade of the Dukane System or technology that would allow teachers to allow media to support instruction. (est. \$50,000)</p> <p>Upgrade technology system in the cafeteria for educational presentations including a new screen, control systems, sound and projections. This is to ensure students receive an equitable education for learning. (est\$30,000)</p> <p>K-1 will be provided with age-appropriate technology devices. (est. \$75,000 for K-1 Ipads)</p> <p>Purchase new smart TV's, laptops, and all other needed supplies/materials to replace existing projectors. (total cost of \$5,000 each set, ordering 19 sets = est. \$95,000)</p> <p>(examples include: Robotics, rebuilding computers, Tech Team, etc.)</p> <p>Priority 7</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$32,735</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$38,487.48</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$105.00</p> <p>6000-6999: Capital Outlay LCFF Supplemental and Concentration \$8,008.00</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.</p>		
<p>Classroom/campus computers/chromebooks and I pads that are outdated will be replaced/upgraded;</p> <p>Priority 7</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,835.01</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10.00</p>
<p>Purchase of supplemental program and materials to support instruction in mathematics. Examples include Scholastic New, build home and classroom libraries. (Title I. funds will be used to fund this goal)</p> <p>Priority 7</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B and Principle 2, Element G. .</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	
<p>This actions will be paid using 101-7091 and Title I. funds.</p> <p>Training for Common Core ELD, and Technology instruction will be provided as follows:</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<ul style="list-style-type: none"> <li>• weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD</li> <li>• Provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments (1 day per trimester; total cost of 30 sub days; 10 subs working one day each trimester.</li> <li>• Extended planning time for each grade level (no more than 6 hours per teacher, per year.; total cost of 144 hours per year to pay 24 teachers.)</li> </ul> <p>Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD and Writing. (total cost of 96 hours to pay 24 teachers)</p> <p>Math coaches model lessons for all K-5 and SpEd teachers in the area of Putting It All Together math strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.</p> <p>ELA/ELD coaches model lessons for all K-5 and SpEd teachers in the area of reading and language strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.</p> <p>Technology coaches continue to train and model lessons to K-5 and SpEd staff (3 subs required to cover classrooms; 1 day of modeling; total cost of 3 subs.</p> <p>Late Start professional development will be provided to all staff.</p> <p>Reading and Math Data Presentations at the end of each trimester (4 subs needed for two days per trimester; total cost of 24 sub days)</p> <p>Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year)</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. (\$5,000 for five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning.</p> <p>Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development.</p> <p>Priority 1, 2, 4</p> <p>The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principal 3, Element B; Principal 4, Element A.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Nueva Vista Language Academy is proud of the work and accomplishments for the 2020-2021 school year. Even though our plan was not exact this year, we made huge gains in instruction and with our school culture. The following events were not implemented due to the COVID-19 closure: Career Day, Scicon trips, Dia de la Cultura, Grandparent's Day, Pan con Padres, Lunch with your Child, school dances and movie nights. To help with the postponement of these events, NVLA redirected funds to other and innovative events such as our monthly virtual field trips.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Nueva Vista ensures all students, including our unduplicated students have a first class education. To achieve the goals set out in our objectives, we had to make a few changes this year. Many of the student events this year were changed to virtual events. Students participated in Science Fair, Oral Language and Speech contests through Zoom. We even held Read Across America in a virtual setting. Readers from around the county were able to Zoom into classrooms and read to our students. After the reading event, the students came to campus to pick up their buried treasure which included books and crafts. Another success this year was our Dual Immersion program. At the beginning of the year we had many parents with concerns that their children would not make progress in their languages this year because of the closure. Teachers worked tirelessly to ensure students were given a high quality education with interventions and enrichment. Another huge accomplishment was the support of our administrative assistants. The role of their jobs changed this year, focusing on providing resources and learning opportunities for our most struggling students. Each assistant was assigned target students and worked to ensure they understood assignments and provided intervention.

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In preparation for the return to in-person instruction, NVLA will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. NVLA will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$41,850	\$41,027	No
NVLA will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$23,250	\$0	No
Social distancing signage will be placed throughout NVLA to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$2,790	\$0	No
NVLA will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$465	\$0	No
NVLA will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$9,300	\$6,427	No
NVLA will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: supply buckets, math manipulatives and counters, pencils, dry erase markers, dry erase	\$23,250	\$0	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
boards, sharpeners, glue sticks, notebooks, and all other needed materials, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation schoolwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.			
NVLA will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.	\$465	\$0	Yes
In an effort to mitigate learning loss, NVLA will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.	\$1,395	\$0	Yes
NVLA will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.	\$23,250	\$0	Yes
NVLA will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. They will also purchase outdoor seating, canopies, signage, coolers and all items to host outdoors social distance events. This will allow for active parent participation in a setting that is more	\$6,250	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
conducive to adhere to social distancing. These efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.			
NVLA will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures, furniture and all other materials needed to support outdoor instruction.	\$18,782	\$0	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the site. Including, but not limited to, doc cameras, printers, supplies, etc.	\$7,440	\$22,007	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	\$148,800	\$95,853	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Nueva Vista Language Academy is proud that most of the goals set in the actions have been accomplished. One major difference is the training of all staff of the use of PPE and proper sanitation and disinfection. Though the staff members on campus have been trained, we still need to train the employees who are working from home as we are on distance learning.

The following items were provided by the District: social distance signage, sanitizing equipment and supplies, Nearpod, personal protective equipment and outdoor furniture.

Expenses for in-person instruction were lower than budgeted because Nueva Vista Language Academy did not offer in-person instruction for the 2020-2021 school year. Temporary personnel to support in-person instruction were not hired, and clothing necessary for McKinney Vento and Foster youth to return to in-person instruction was not purchased. Funds were redirected to improve air quality in the classrooms through the purchase of GPS ionization devices. Funds were also redirected toward the conversion to touchless restrooms.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Nueva Vista Language Academy faced many challenges this year, but had many successes in reaching our actions. First, almost all of the items for each actions were accomplished and are ready to go when we return to in-person instruction. We ordered PPE, tents, disinfecting equipment and signage. We have ordered carts to distribute lunches to students along with warmers. For instruction, each student has a learning bin that has all of the essential learning manipulatives and resources needed. To help with learning loss, NVLA adopted new online programs such as Nearpod and IXL to support students through distance learning. We also hired an after school reading instructional aide who supports students in third grade comprehension standards. For technology, NVLA purchased each teacher a laptop, printer, microphone and document camera. For students, they received a Chromebook, headphones and a mouse along with other learning materials such as a lap desk and basic learning supplies. Special attention was given to our unduplicated students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NVLA will purchase chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi, however, all students will have access to the devices and hotspots as needed.	\$176,700	\$150,906	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$18,600	\$48,442	No
All students will receive learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Learning kits will also include grade level specific learning materials and manipulatives to support learning. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$4,650	\$53,876	
All students in fifth grade received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it. Unduplicated students will receive lap desks so that they can have a designated mobile work space.	\$9,114	\$24,798	Yes
NVLA will purchase research based online platforms and digital resources to support instruction. Platforms may include, but are not	\$90,675	\$29,277	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>limited to: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Zoom, and Screencastify. Other programs may include NewsELA, SeeSaw, Mystery Science, Moby Max, BrainPop, Reading A-Z, Discovery Education, Scholastic News and other programs needed for our Dual Immersion Program.</p> <p>All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.</p>			
NVLA's mental health and wellness team will participate in social-emotional professional development to better serve staff and students and support their social-emotional needs. The team will purchase all needed materials and supplies to meet the needs of the students, staff and families. Special efforts will be made to meet the Social Emotional Learning needs of unduplicated students.	\$465	\$0	Yes
NVLA will provide professional development opportunities to classified and certificated staff to enhance virtual instruction for all subject areas, mental health, attendance and all areas of need that may arise during distance learning. Materials and supplies will be purchased to support the professional learning and for implementation.	\$930	\$0	Yes
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.	\$93	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

According to our actions above, Nueva Vista Language Academy is proud to share that all actions in the plan have been implemented. There are differences in the funding estimated actuals, but the actions as listed have all been met.

Expenses for instructional materials were greater than budgeted for distance learning because Nueva Vista Language Academy did not offer in-person instruction for the 2020-2021 school year. In addition to learning kits, instructional materials and supplies were purchased for students and staff to support the distance learning program.

The District provided the following: Hot Spots, professional development for enhancing virtual instruction, English Language Development and Social Emotional Development.

The physical education kits were provided for Kinder-5th grade.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Nueva Vista Language Academy has many successes in the above actions. One of our biggest successes and challenges is ensuring all students have access to the internet. We were able to purchase hotspots for some of our most students with unique needs including our foster students, homeless and English language learners. Another goal this year was purchasing laptops for all auxiliary staff members. These staff members supported students throughout the year with intervention, attendance motivation and parent support. Another success this year was the purchasing and distribution of learning kits, PE, and art kits. These kits were specifically designed for the students of Nueva Vista. Unduplicated not only received kits, but extra materials as needed or requested by parents. Throughout the year our health and wellness team met to discuss the daily social and emotional data given by our students through the SEL survey. Parents and students were supported by our social worker, psychologist, administration and teachers as needed.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>NVLA will hire temporary academic support personnel to provide intervention services for all students in need, targeting students who need academic support after 4:00 PM. In addition, tutors will support students as needed. All materials and supplies will be purchased as needed. Tutoring services were principally directed to unduplicated subgroups.</p>	\$23,250	\$0	Yes
<p>A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.</p>	\$51,150	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

According to our actions above, Nueva Vista Language Academy is proud to share that all actions in the plan have been implemented. There are differences in the funding estimated actuals, but the actions as listed have all been met.

The stipend for teachers to communicate with parents after hours was funded by the District.



## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Nueva Vista Language Academy has many successes in the above actions. One of our biggest successes in this action is hiring an after school reading intervention aide who works with students in third grade. Together they work on reading comprehension. Students were given a reading bag filled with high interest text. Together, they read the stories and complete activities to comprehend the stories. The aide also uses storyline online to help find interesting reading materials. All of our teachers also received the stipend to ensure parents have an open line of communication. Teachers document and call students after hours to inform parents on progress for the day and offer support as needed.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental health and social and emotional well-being of our students for the 2020-2021 school year was one of our biggest challenges. Each day we had parents calling and asking for support with their children. To help support our students, we ensured our social worker was on hand and offered to support our most needy students, including our homeless students, foster youth, and English language learners. In addition, we have a health and wellness team who meets monthly to discuss the data presented. Each day students in kindergarten through sixth grade take an "Checkin on you" SEL survey. If students score in a range that causes concern, administration emails the teacher and contacts the parent to provide support and resources as needed.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family engagement and community outreach is a top priority for Nueva Vista Language Academy. Because of the pandemic and closure, we had to rethink the process to keep our families engaged. We held several events this year to keep our families engaged. One that stands out from the rest is our kindergarten balloon ceremonies. When students learn their letter names and sounds, they are invited to the school to drive through to pick up their balloon and a prize. You can tell by the parents' faces that they feel a huge sense of pride. Other events this year include our virtual field trips, Halloween Trunk or Treat, Winter Wonderland, School Site Council meetings, and parent education nights.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the closure, students were not able to have their breakfast and lunch during normal school hours. To ensure students and the community have access to school meals, we worked through summer by providing packaged meals to any child ages 2-18. Our cafeteria staff work each day throughout the week to prepare and package meals. Each Wednesday the cafeteria staff along with our noon duty aides and administrators distribute the meals to families using a drive through service.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$6,231	\$10,380	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups	\$24,738	\$8,261	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner Trainings- Nearpod professional development for the use of the platform for English Learners. In addition, the ELD Director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$1,395	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

According to our actions above, Nueva Vista Language Academy is proud to share that all actions in the plan have been implemented. There are differences in the funding estimated actuals, but the actions as listed have all been met. During three opportunities for learning, teachers were given training on Nearpod, which was utilized by many grade levels after the initial training. During two Saturday trainings, teachers were trained in social and emotional understanding.

Professional Development expenditures were lower than budgeted because the training was provided by the District.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

When we shut down our physical campus in March 2020, students, parents, staff, administration and district leadership learned many things as we adapted to a new way of learning. As we plan for the 2021-2024 school years, we will ensure we plan for the following. First, a priority for the school will be to ensure students have one to one access to technology. In our LCAP plans we will ensure we budget resources to ensure students have a device along with headsets and mice. As we plan we will ensure we have the proper actions in our safety goal including PPE materials, sanitizing equipment, staff training, individual supplies, clothing and health care items. Special attention will be given to our unduplicated students including our foster youth, homeless students and English language learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we plan our goals for student achievement, special attention will be given to our duplicated students. A master schedule will be created for students who need extra support to have access to interventions such as the reading teacher and instructional aides. Throughout the year, parents will be continued to be given training in supporting their children at home with mathematics and reading. In the classroom, teachers will provide small group instruction and intervention as needed. In addition, we will continue to communicate with parents regarding needs and progress.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

This year it was imperative for the Nueva Vista Language Academy staff to provide a first class education. Throughout the year the teachers worked with students daily on Zoom and provided small group intervention each day. Our most needy students, including our English language learners, foster youth, and McKinney Vento students who needed extra support worked with their teachers each day in small groups. The most substantial change we made this year was the delivery of the curriculum. Instead of in person instruction, all instruction took place via Zoom. Our teachers worked each day to ensure a high quality education. Students received all curriculum, learning manipulatives, supplies and reading books throughout the year.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

It is imperative to reflect and analyze the systems and processes in place to ensure students have a first class education. The 2020-2021 school year has been a year of reflection and adjustment as we learned how to navigate distance learning. The most important lessons we learned as we navigated the 2020-2021 Learning Continuity and Attendance Plan is that we need to think ahead for multiple scenarios and have plans in place. As we plan the 2021-2022 through the 2023-2024 LCAP, we will ensure we plan for in person instruction, distance learning or a hybrid of the two scenarios. With that, student intervention and enrichment will be at the forefront of all of our actions to ensure we continue to create high achieving scholars, confident communicators and global citizens. Many of our students will come back on campus with special needs and trauma, so it will be imperative that our school have plans in place to meet the needs of these students, with special attention to our English language learners, foster youth, McKinney Vento students and students who come from low socio-economic homes.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,403,435.00	1,340,079.43
LCFF Supplemental and Concentration	51,917.00	1,340,079.43
Supplemental and Concentration	1,351,518.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,403,435.00	1,340,079.43
1000-1999: Certificated Personnel Salaries	618,341.00	562,375.68
2000-2999: Classified Personnel Salaries	220,063.00	212,463.84
3000-3999: Employee Benefits	310,629.00	322,869.94
4000-4999: Books And Supplies	164,485.00	167,562.49
5000-5999: Services And Other Operating Expenditures	55,736.00	66,791.93
5700-5799: Transfers Of Direct Costs	8,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	26,181.00	7.55
6000-6999: Capital Outlay	0.00	8,008.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,403,435.00	1,340,079.43
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	562,375.68
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	618,341.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	212,463.84
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	220,063.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	26,026.00	322,869.94
3000-3999: Employee Benefits	Supplemental and Concentration	284,603.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	167,562.49
4000-4999: Books And Supplies	Supplemental and Concentration	164,485.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	25,891.00	66,791.93
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	29,845.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	8,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	7.55
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	26,181.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	8,008.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	569,393.00	547,756.75
<b>Goal 2</b>	342,003.00	325,652.84
<b>Goal 3</b>	492,039.00	466,669.84

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$307,287.00	\$165,314.00
<b>Distance Learning Program</b>	\$301,227.00	\$307,299.00
<b>Pupil Learning Loss</b>	\$74,400.00	
<b>Additional Actions and Plan Requirements</b>	\$32,364.00	\$18,641.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$715,278.00</b>	<b>\$491,254.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$103,877.00	\$69,461.00
<b>Distance Learning Program</b>	\$23,250.00	\$102,318.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$122,477.00</b>	<b>\$117,903.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$203,410.00	\$95,853.00
<b>Distance Learning Program</b>	\$277,977.00	\$204,981.00
<b>Pupil Learning Loss</b>	\$74,400.00	
<b>Additional Actions and Plan Requirements</b>	\$32,364.00	\$18,641.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$588,151.00</b>	<b>\$319,475.00</b>